

would be for people to turn out this fall. I think the Republican strategy is for people to be turned off this fall, low turnout.

I hope that from this example people in the country will realize that there is a lot at stake. If you care about a good education for all of our children, if you are committed to the idea of living-wage jobs, if you are committed to the idea of decent health care for every citizen, if you are committed to improving the standard of living for all the people in our country, if you believe that economic and educational opportunities are important, then I make this appeal to people in the country: Don't let people turn you off to politics.

This election this fall is not about President Clinton. We can talk about his behavior at another time. Nobody needs to approve of it. I don't know of anybody who does. But this election, I say to people in the country, is about you; it is about your families. This election this fall—the President is not on the ballot—is about these kinds of issues.

I hope people will turn out. I hope you will vote for education. This amendment was knocked out of the higher education bill in spite of the good support of Senator JEFFORDS. We supported it on the Senate side. I tell you, this GINGRICH-House Republican majority agenda is harsh, it is mean-spirited, and if you are committed to education for children, make sure you vote this election. If you believe in the importance of health care and you think good jobs are important, just make sure you vote this election. If you think it is wrong in the same week in the House of Representatives to give a tax break to people with estates over \$17 million and eliminate the Low-Income Home Energy Assistance Program and eliminate summer jobs for kids—that is exactly what this majority did in the House—you make sure you vote this election.

If you are angry at people in Washington, DC, and the U.S. House and the U.S. Senate because you think that neither party is doing enough about your concerns and you think too much of our decisionmaking is dominated by special interest or big money or you feel locked out or all the rest, make sure you vote. Don't opt out. Don't let people turn you off. There is a lot at stake in elections in our country, and this is but one example.

I will get to speak more about this after our caucuses. I see my colleague, Senator GRAHAM. I wanted to start out congratulating my colleagues for the good work on the higher education bill.

Roger Wolfson, thank you for your help.

I want to tell you that what happened in the conference committee is just outrageous. There is nothing I can do about it, not now. I will bring this amendment back on the first bill I can amend. Of course, for the last couple of weeks there hasn't been an opportunity

to amend any bills. I want to make sure people understand what is at stake.

In my not too humble opinion—and the Chair is a good friend; I really like him, and I hope it is mutual, so I don't mean this in a personal way—but what is at stake in these fall elections is critical.

I say to people in the country, this small story tells a larger story. I shudder at the thought of Speaker GINGRICH or, for that matter, on the Senate side as well, there being even more of a majority or more power, because I think it will be an agenda that will move our country back 60 years. People have learned how to talk about education, I say to my colleague from Florida, but the budgets don't reflect that. On the House side, they cut funding for education. There was no action whatsoever on health care. There is very little concern about what I call some really important family-value issues, and this is but one example.

Mr. President, I yield the floor to my colleague from Florida.

Mr. GRAHAM addressed the Chair.

The PRESIDING OFFICER. The Senator from Florida.

Mr. GRAHAM. Mr. President, is there a set time for the recess?

The PRESIDING OFFICER. There is a set time for the recess, 12:30 p.m.

Mr. GRAHAM. Mr. President, I ask unanimous consent that I be allowed to speak until 12:35.

The PRESIDING OFFICER. Without objection, it is so ordered.

(By unanimous consent, the remarks of Mr. GRAHAM are printed earlier in today's RECORD.)

MEASURE READ FOR THE FIRST TIME—S. 2529

Mr. GRAHAM. Mr. President, I understand that S. 2529 is at the desk, and I ask for its first reading.

The PRESIDING OFFICER. The clerk will read the bill for the first time.

The bill clerk read as follows:

A bill (S. 2529) entitled the Patients' Bill of Rights Act of 1998.

Mr. GRAHAM. Mr. President, I now ask for its second reading, and I object on behalf of the Republican leader.

The PRESIDING OFFICER. The objection is heard.

The bill will be read the second time on the next legislative day.

RECESS

The PRESIDING OFFICER. Under the previous order, the Senate will now stand in recess until the hour of 2:15 p.m.

Thereupon, the Senate, at 12:39 p.m., recessed until 2:14 p.m.; whereupon, the Senate reassembled when called to order by the Presiding Officer [Mr. SANTORUM].

MORNING BUSINESS

The PRESIDING OFFICER. Under the previous order, there will now be a

period for the transaction of morning business not to extend beyond the hour of 3:15 p.m., with time to be equally divided between the Senator from Minnesota, Mr. WELLSTONE, and the Senator from Vermont, Mr. JEFFORDS, or their designees.

Mr. FORD addressed the Chair.

The PRESIDING OFFICER. The Senator from Kentucky.

HIGHER EDUCATION AMENDMENTS OF 1998

Mr. FORD. Mr. President, what is the legislative schedule now?

The PRESIDING OFFICER. There is an hour of morning business under the previous order equally divided between the Senator from Minnesota, Mr. WELLSTONE, and the Senator from Vermont, Mr. JEFFORDS.

Mr. FORD. I thank the Chair.

Will the Senator from Minnesota give me 10 minutes?

Mr. WELLSTONE. I will be pleased to yield the Senator from Kentucky 10 minutes.

The PRESIDING OFFICER. The Senator from Kentucky is recognized for 10 minutes.

Mr. FORD. Up to 10 minutes.

The PRESIDING OFFICER. Up to 10 minutes.

Mr. FORD. I may give back some.

I rise to speak about the conference report to H.R. 6, the Higher Education Amendments of 1998. I take this opportunity to commend my colleagues on the conference committee for the truly outstanding work they have done on behalf of our Nation's students and the higher education community. This legislation includes an important expansion of the Pell and work study programs, provides the lowest interest rates in 17 years for student borrowers, provides for loan forgiveness for teachers working in high poverty areas, and makes a continued commitment to improving our teacher preparation programs.

I know that the passage of this bill will have a significant impact on students and colleges in my State. While I am pleased with many provisions in this bill, I am extremely disappointed that the conference committee did not include the text of the Wellstone amendment. This amendment allowed up to 24 months of postsecondary or vocational education, removed the 30-percent limitation on education as a work activity for teen parents, and clarified that participation in a Federal work study program is a permissible work activity.

Instead, the conference report calls for a GAO study on this issue. I am personally aware of at least a half dozen studies—a half dozen studies—which already indicate that this is a problem for many low-income, single mothers. Why do you have to have a study to tell you that the more education you have the better job you can receive and the better the employer likes you? Instead of doing the right thing for these